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ABSTRACT

During the fiscal years 1966 to 1973 over \$200 million was provided to State education agencies (SEAs) to improve their capabilities and services in certain areas specifically mentioned in Section 503, Title V, of the Elementary and Secondary Education Act of 1965 (ESEA). Critics have charged that during this period State agencies were not responsive to the national priorities but rather allocated Section 503 resources to extend and carry out entrenched, traditional functions and activities independent of the mainstream of emerging educational needs. The fiscal year 1973 Federal budget proposals brought the most serious challenge to the SEA support program by recommending that Section 503 funds be eliminated. The purposes of this survey were to identify activities and programs funded by Section 503 allocations and to determine whether these activities and programs were consistent with the Congressional intent. Major findings of the survey are reported and relevant data, including a copy of the survey instrument, are included in an appendix. (Author/JF)

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STATE AND
TERRITORIAL EDUCATION
AGENCIES
AND E.S.E.A. V
SECTION 503:

REPORT OF A NATIONAL SURVEY

Wisconsin Department of Public Instruction
William C. Kahl, State Superintendent
Madison, Wisconsin 53702

Funded Under E.S.E.A. V
June 1973

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STATE EDUCATION AGENCY SURVEY
ESEA V, SEC. 503 PROGRAM

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I. State Education Agencies: A Historical Overview

Public education is not specifically provided for at the national level under the United States constitution, except as implied in the general welfare clause, and therefore, became a responsibility and right of the states. Each of the states, in recognition of that responsibility, established a state education agency (SEA) which served as the unifying link between local and intermediate agencies which were functionally providing educational opportunities to children within the state, and which also provided liaison to the national level on the infrequent occasions when educational legislation was enacted by the Congress.

Supervision of local districts and local personnel was one of the major activities of state education agencies during their early period, in addition to the collection, analysis, and dissemination of educational statistics and information. While the inspectorial role seemed archaic and inappropriate to many current analysts, it was a reasonable and necessary function when tens of thousands of small, rural school districts existed which did not have adequate instructional management, supervisory, or administrative capabilities. The statistical role has continued to exist until the present time and continues to be an important function as the demand for relevant information and descriptive data increases with the increased complexity of our society and the inter-agency and inter-governmental relationships which are essential to an effective and efficient public school system.

During this period of pre-federal intensive involvement in public education state agencies performed necessary functions, but were also characterized by constraints which prevented them from achieving their full potential.

Some of these deficiencies included limitations in staffing; low financial support levels from state legislators; organizational and legal constraints; a traditional detachment from the political system; and a historic posture oriented toward small, rural school districts.

Within the passage of the National Defense Education Act (NDEA) in 1958, the Vocational Education Act (VEA) of 1963, and the Elementary and Secondary Education Act (ESEA) of 1965, and a number of other educationally related laws, the federal government demonstrated its interest in, and concern for, the improvement of education, and the opportunity for all citizens to have access to appropriate educational opportunities. The administrative systems and relationships necessary to carry the federal intent and funds to children in local school districts throughout the nation were found to already exist, albeit in skeletal form, in the state education agencies. It was recognized that state agencies did not have, and could not reasonably be expected to have immediately available, the personnel and related resources necessary to manage and administer complex federal programs involving the distribution of hundreds of millions of federal dollars to millions of pupils in over 20,000 school districts nationally.

The Congress, recognizing the unreality of this expectation, enacted Section 503 of Title V, E.S.E.A., to provide direct financial aid to state agencies to "stimulate and assist states in strengthening the leadership resources of their state educational agencies, and to assist those agencies in the establishment of programs to identify and meet the educational needs of states."

During the period FY 1966-1973 over \$200 million was provided to state agencies to improve their capabilities and services in the following areas specifically mentioned in Sec. 503, Title V, E.S.E.A.:

1. Statewide Educational Planning
2. Educational Information Systems Development
3. Dissemination of Educational Information
4. Educational Research and Demonstration Programs
5. Publication and Distribution of Curriculum Materials
6. Teacher Preparation Programs
7. Auxiliary Personnel Programs and Activities
8. Studies Regarding Financing of Public Education
9. Pupil Achievement Measurement Programs
10. State and Local Educational Personnel Training Programs
11. Consultative and Technical Services to Local School Districts
12. Evaluation and Demonstration Projects To Insure Benefits of Preschool Education Programs

During this eight year period, critics charged that state agencies were not responsive to the national priorities but rather allocated Sec. 503 resources to extend and carry out entrenched, traditional functions and activities independent of the mainstream of emerging educational needs.

The FY 1973 federal budget proposals brought the most serious challenge to the SEA support program by recommending that Sec. 503 funds be eliminated. The federal budget impasse of FY 1973 enabled Sec. 503 to continue under provisions of the FY 1972 budget, but the point was strongly and clearly made that direct support of state education agencies no longer held the priority

status that had existed in previous years, and that FY 1974 would bring a complete termination of the program unless strong Congressional support could be generated.

Proponents of the Sec. 503 program found irony in this situation and maintained that after a period of only eight years of inadequate federal assistance, state education agencies have shown more change of greater magnitude than that which occurred during the previous century. These changes, according to a 1973 report¹, included the following major trends:

1. More comprehensive, coordinated educational planning.
2. Increased coordination with related agencies.
3. New approaches to research, evaluation, and accountability.
4. General shifts in departmental orientation from supervision to consultative services, management and administrative leadership, and new program development.
5. Significant changes in staffing, from approximately 12,500 employees in 1958 to over 37,000 permanent employees in 1972.

There is widespread agreement among many qualified observers that it has been the influence of federal legislation and funding which has caused these agencies to change significantly in the past decade. These federal actions, particularly Title V of E.S.E.A., have caused a revitalization of these state agencies and a reconsideration of their proper role in the public education system. Whether this role continues to be one of increased leadership and service or whether SEA's return to a former position of low

¹State Departments of Education, State Boards of Education, and Chief State School Officers, By Sam P. Harris, U.S. Government Printing Office, Washington, D.C. 1973

visibility and involvement in the important educational issues may be dependent, to a significant degree, upon federal policies enacted in the near future.

II. The Influence of E.S.E.A. II, Sec. 503 Funds: Report of a National Survey

During early 1973, as the future of Sec. 503 funds became more uncertain, a national survey regarding the effect such funds have had upon state and territorial education agencies was conducted by the Wisconsin Department of Public Instruction. (A copy of the survey instrument is included in the Appendix.) The purposes of the survey were to identify activities and programs funded by Sec. 503 allocations, and to determine whether those activities and programs were consistent with the Congressional intent expressed in 1965, as proponents have claimed, or whether state agencies have in fact not changed for the better and have not fulfilled the national intent, as critics have charged. Major findings of the survey are reported in the following pages and relevant data is shown in Tables I, II, III, and IV in the Appendix.

Survey Item 1: Number of Permanent Employees; Number Under Sec. 503 Funding

Responses to this item were received from 49 states and 5 territories and possessions and indicated 37,006 persons were permanently employed in state and territorial education agencies. Of this number 2,008 persons, or 5.4%, were supported with Sec. 503 funds. (See Table I in the Appendix for detailed data.)

Survey Item 2: If ESEA V, Sec. 503 funds were terminated, would your state assume the cost of employees and projects? To what extent?

Fifteen agencies, or 26%, indicated their state or territory would not assume the support of Sec. 503 employees and projects, while 28 agencies or 56% said part of the continuation costs would be borne by the state or territory. The percent of state and territorial support anticipated ranged from 10% to 70% of current level expenditures, with an average rate of 22% reported by the 28 agencies able to make a prediction in advance of the scheduled July 1, 1973, termination data for Sec. 503 funds. Eleven (11) agencies were unable to predict, at the time of the survey, what the actions of their state or territory would be if Sec. 503 funds were lost.

The data indicated that none of the respondents intend to support the total cost of Sec. 503 personnel and activities, although approximately half could assume some portion of the costs. It appears likely that the current attitude of fiscal restraint and conservatism now evident in many states will not result in any enthusiasm for states to assume the burden created by a reduction or termination of federal educational funds even in the face of evidence that significant progress will slow or disappear if state support is denied.

Survey Item 3: What would be the six (6) most serious consequences if ESEA V, Sec. 503 funds were terminated?

Responses to this item were received from 54 states, territories and possessions and 250 activities were reported as "serious consequences of termination of Sec. 503 funds," as perceived by SEA and territorial administrators. The responses were analyzed using the twelve (12) Sec. 503 objectives cited previously as specifically stated in ESEA of 1965. The results are presented below in descending order of frequency:

1. Educational information systems development and operation was reported by 42 respondents, and was the most frequently cited activity with 16.8% of the 250 reported activities in this category.
2. Statewide educational planning comprised 15.2% of the responses and this activity area ranked second nationally.
3. Inservice training of local and state educational personnel ranked third, with 13.6% of 250 responses falling in this category.
4. Research and demonstration programs were reported as representing 13.2% of all reported activities.
5. Consultative and technical assistance services ranked fifth with agencies reporting 12.4% of all activities in this category.
6. Dissemination of information was reported as comprising 7.6% of all responses.
7. Development and distribution of curriculum materials was cited by the respondents as constituting 5.6% of all activities.
8. Teacher preparation ranked eighth with 5.2% of the activities in this area.

9. Measurement of pupil achievement consisted of 4.8% of all activities.
10. State financial studies related to public education were reported as comprising 4.4% of all Sec. 503 supported activities.
11. Auxiliary personnel development constituted 1.2% of all reported activities.
12. Preschool program evaluation and demonstration was not cited as an activity by any of the reporting agencies.

Table II in the Appendix shows the frequency and sources of responses to this item. The percentages cited above indicate that Sec. 503 funds are being used extensively for precisely the kinds of activities intended by the Congress when the Elementary and Secondary Education Act was passed in 1965. Termination of Sec. 503 funds would result in the curtailment of activities generally held to be in the highest national interests and of great value in the state educational system, according to the responses received in the survey.

Survey Item 4: What major high priority projects now in progress would be terminated before completion if Sec. 503 funds were lost?

In response to this item 51 agencies reported 104 activities which were also analyzed using the 12 objectives cited previously as being specifically included as appropriate Sec. 503 activities under the provisions of the 1965 law. These activities are summarized below, and presented in detail in Table III of the Appendix.

1. Research and demonstration programs, accounting for 16.3% of the 104 activities now in progress, would be the most severely interrupted by the loss of Sec. 503 funds.
2. Inservice training of local and state personnel constituted 15.3% of the activities which would be prematurely terminated.
3. Information systems development and operation activities represented 12.5% of all priority projects now in progress.
4. Consultative and technical assistance consisted of 10.6% of the total of 104 activities within this broad category.
5. Statewide planning now in progress constituted 10.6% of the current high priority activities.
6. Statewide achievement measurement activities currently in progress represented 8.7% of all activities at the current time.
7. Teacher preparation and improvement activities were reported as accounting for 6.7% of reported priority activities.
8. Statewide finance studies were reported at the 6.7% level.
9. Publication and dissemination of curriculum materials was reported as constituting 5.8% of the activities.

10. Dissemination of information comprised 4.8% of the activities reported.
11. Auxiliary personnel activities constituted approximately 1% of the total activities reported.
12. There were no respondents currently involved in activities related to the evaluation and demonstration of preschool programs.

It is apparent from the responses received from state and territorial agencies that the termination of Sec. 503 funds would result in the interruption of over 100 current projects and activities which are totally consistent with the intent and purposes of the funding legislation.

Survey Item 5: What do you consider to be your finest and most important uses of Sec. 503 funds during the past three years?

This item permitted respondents to report their perceptions as to the most important uses of Sec. 503 funds, and 174 responses were provided by 54 agencies. The responses are presented below in descending frequency order. Detailed information is shown in Table IV of the Appendix.

1. Information systems accounted for 14.9% of the 174 exemplary activities.
- 2-3. Inservice education of local and state personnel was reported at the 14.3% level of activity. Research and demonstration programs were tied with inservice education with the agencies also reporting 14.4% of the exemplary activities in this category.

- 4-5. Statewide educational planning and consultative and technical assistance were each cited by the respondents as constituting 12.6% of the 174 reported activities.
6. Dissemination of information ranked sixth, with agencies reporting this area of activity comprising 8.17% of all exemplary activities.
7. Research and demonstration programs were cited at the 8.1% level of activity.
8. Publication and development of curriculum materials were reported as constituting 6.9% of the exemplary activities.
9. Statewide pupil achievement programs were cited at 6.3% activity rate.
10. Statewide finance studies were reported exemplary by respondents at a 4.0% activity rate.
- 11-12. No agencies identified auxiliary personnel activities nor preschool program evaluation and demonstration projects as exemplary activities funded under Sec. 503.

III. Summary and Conclusions

The survey data makes possible several general statements about state and territorial education agencies and their utilization of Sec. 503 funds:

1. Sec. 503 funds support only a small portion of SEA personnel and it is not predicted that state and territorial funds will be used extensively to assume these personnel costs if Sec. 503 funds are terminated.
2. A large number of programs and activities have been supported during the past years under Sec. 503 funding which are consistent with the intents and purposes expressed in ESEA Title V regarding the strengthening of state education agencies in a number of important areas including planning, evaluation, information systems, and in-service education.
3. The loss of Sec. 503 funds at the end of FY 1973 would result in the untimely and premature termination of a large number of current activities and services in the areas of research, in-service education, technical assistance, and planning which are in harmony with the expressed purposes of the Sec. 503 legislation.
4. State education agencies have changed for the better in a brief period of time, due in part to the availability of Sec. 503 funds which have provided the opportunity to use funds for priorities within each state agency rather than to meet specific, prescribed priorities imposed from outside these agencies.
5. Section 503 funds have been "change agent" funds for SEA's which must use low levels of state support to perform routine and necessary supervisory and administrative responsibilities.

APPENDIX

Return to:
Interstate Planning Project
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

State Educational Agency Survey
E.S.E.A. V, Sec. 503 Program

Name of State/Territory _____

Name and Address of _____
Person Completing Survey _____

Telephone _____

Information submitted should relate only to
activities funded by ESEA V, Sec. 503 funds
during the period 1970-1973.

1. Number of permanent employees (a) _____ Number funded by Sec. 503 funds _____
2. If Title V, Sec. 503 funds were terminated, would your state/territory assume the cost of employees and projects affected?
- (a) _____ Yes (b) _____ No (c) _____ Partially (d) _____ Z
3. If ESEA V, Sec. 503 funds were terminated, what would be the six most serious consequences of such termination in your agency?
- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
4. What major activities in high priority areas are now in progress in your agency which would have to be terminated before completion if Sec. 503 funds are terminated?
- | (a) <u>Name of Project</u> | (b) <u>Estimated Cost</u> | (c) <u>Estimated Completion Date</u> |
|----------------------------|---------------------------|--------------------------------------|
| (1) _____ | _____ | _____ |
| (2) _____ | _____ | _____ |
| (3) _____ | _____ | _____ |
5. What do you consider to be the most exemplary uses of Sec. 503 funds during the last three years in your agency?
- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

6. Are you able to send a report regarding areas specified in item 5?

(a) _____ Yes

(c) _____ Enclosed

(e) _____ Will send by

(b) _____ No

(d) _____ Sent Separately

(f) _____ (date)

General Comments

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Table I
Number of SWA Employees and Severance Possibilities if Section 503 Funds are Terminated

	Surveys Returned	Products Received	Number of Permanent Employees	Number of Title V Section 503 Employees	% of Staff Paid by Title V Section 503 Funds	If Title V Funds were terminated would your state pick up the cost of employees and projects?			Percent
						Yes	No	Partly	
Alabama	X	1	1,155	38.5	3.3%			X	
Alaska	No response								
Arizona	X	0	263	18.	6.8%			X	
Arkansas	X	0	671	24.	3.6%			X	70%
California	X	X	1,250	90.	7.2%				
Colorado	X	X	208.5	29.5	14.1%			X	40%
Connecticut	X	0	1,265	28.	2.2%	Unknown			
Delaware	X	0	121	17.	14.0%		X		
District of Columbia	No response								
Florida	X	X	1,244	32.	2.5%			X	
Georgia	X	0	1,502.5	38.	2.5%				33 1/3 per year
Hawaii	X	X	509	9.	1.6%		X	X	
Idaho	X	X	116	19.5	16.8%		X		
Illinois	X	X	1,037	80.	7.7%			X	

Table I
Number of SIA Employees and Severance Possibilities if Section 503 Funds are Terminated

	Surveys Returned	Products Received	Number of Permanent Employees	Number of Title V Section 503 Employees	% of Staff Paid by Title V Section 503 Funds	If Title V Funds were terminated would your state pick up the cost of employees and projects?			Percent
						Yes	No	Partly	
Iodonna	X	0	260	55	19.6%		X		
Iowa	X	0	267	40	13.9%		X		
Kansas	X	0	214	41	19.2%			X	
Kentucky	X	0	3,722	14	.4%		X		
Louisiana	X	0	1,111	39	3.5%				
Maine	X	0	193	39.5	20.5%			X	
Maryland	X	0	1,058	24.5	2.3%		X		
Massachusetts	X	0	635	69	11.2%		X		
Michigan	X		2,150	60	2.8%				
Minnesota	X	X	800	46	5.8%			X	
Mississippi	X	0	309	39	12.6%				10%
Missouri	X	0	342	48	14.0%		X		
Montana	X	0	159	13	8.2%				
Nebraska	X	0	175	28	16.0%			X	15%

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						Yes	No	Partly	
Nevada	X		102	24.	23.52			X	
New Hampshire	X	0	295	39.	13.22				102
New Jersey	X	0	1,200	45.	3.82				
New Mexico	X	0	233	28.5	12.22			X	202
New York	X	0	3,801	81.	2.12		X		
North Carolina	X	0	749	72.	9.52			X	
North Dakota	X	0	93	23.	24.72		X		
Ohio	X	0	497	73.	14.72			Unknown	
Oklahoma	X	0	273	33.	12.12			X	
Oregon	X	X	426.9	15.6	3.72			X	
Pennsylvania	X	0	1,214	120.	9.82			X	
Rhode Island	X	X	425	16.	3.82			X	
South Carolina	X	0	950	36.	3.82			X	
South Dakota	X	0	141	30.	21.22		X		

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	Surveys Returned	Products Received	Number of Permanent Employees	Number of Title V Section 503 Employees	% of Staff Paid by Title V Section 503 Funds	If Title V Funds were terminated would your state pick up the cost of employees and projects?				Percent
	Yes	No	Partly							
Tennessee	X	0	2,712	44.	1.6%		X			
Texas	X	0	825	159.	19.3%			X		
Utah	X	0	309	18.	5.8%		X			
Vermont	X	0	150	26.	17.3%			X		
Virginia	X	0	484	39.	8.1%			X		
Washington	X	0	307	27.	8.8%			X		20%
West Virginia	X	0	203	18.	8.9%			X		15%
Wisconsin	X	0	628	38.	6.1%				Unknown	
Wyoming	X	0	133	17.3	13.0%			X		
TERMINAL for states	49	9	36,907.9	1941.9	5.3%	0.	14	26		
TERRITORIES OR POSSESSIONS										
American Samoa	X	X	32	0	0					
Guam	X	0	4	4	100%			X		
Mariana Islands	X	0	62	2	3.2%			X		25%

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Table II
Six Most Serious Consequences of Termination
of Section 503 Funds

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Alabama	X	X		X						X		
Alaska	No response	No response										
Arizona		X				X				X	X	
Arkansas		X									X	
California	X	X	X					X		X	X	
Colorado	X		X	X			X		X			
Connecticut	X	X		X			X		X			
Delaware			X	X			X		X		X	
District of Columbia	No response	No response										
Florida		X	X	X	X			X		X	X	
Georgia	X	X										
Hawaii	X	X	X		X				X			

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States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Ideho	X	X				X			X	X	X	
Illinois	X	X	X			X			X	X		
Indiana	X		X	X				X		X	X	
Iowa	X	X		X					X		X	
Kansas	X	X		X				X		X	X	
Kentucky	X			X	X					X	X	
Louisiana		X	X	X						X	X	
Maine	X	X		X						X		
Maryland	X	X							X	X	X	
Massachusetts	X	X	X					X		X		
Michigan		X	X	X				X		X		
Minnesota	X	X	X	X								

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Six Most Serious Consequences of Termination
of Section 503 Funds

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Mississippi		X	X		X	X		X			X	
Missouri	X	X								X		
Montana	X	X								X	X	
Nebraska	X	X		X		X				X		
Nevada		X	X		X					X		
New Hampshire	X	X	X				X		X	X	X	
New Jersey	X	X	X	X							X	
New Mexico				X							X	
New York	X	X		X						X		
North Carolina	X	X	X	X							X	
North Dakota	X			X	X						X	
Ohio	X	X			X						X	

Table II
Six Most Serious Consequences of Termination
of Section 503 Funds

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Oklahoma		X		X	X						X	
Oregon	X	X		X							X	
Pennsylvania	X	X		X	X					X		
Rhode Island	X			X	X							
South Carolina		X		X	X				X	X	X	
South Dakota								X		X	X	
Tennessee				X	X				X	X		
Texas		X	X	X		X			X	X		
Utah	X	X		X							X	
Vermont	X	X		X		X				X	X	
Virginia	X	X	X	X	X	X				X	X	
Washington	X			X	X					X	X	

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Six Most Serious Consequences of Termination
of Section 503 Funds

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
West Virginia	X			X		X			X	X		
Wisconsin	X	X						X		X	X	
Wyoming	X	X		X						X	X	
TOTALS for states (234 Reported Activities)	35	38	18	32	14	12	3	10	11	31	30	0
15.0% 16.2% 7.7% 13.7% 6.0% 5.1% 1.3% 4.3% 4.7% 13.2% 12.8%												
TERRESTRIAL OR POSSESSIONS												
American Samoa	X	X				X				X		
Guam	X	X		X					X	X		
Mariana Islands	X	X								X		
Panama Canal Zone	Do not participate in ESRA											
Puerto Rico		X	X					X			X	
Virgin Islands	No response											
TOTALS	3	4	1	1	0	1	0	1	1	3	1	0
GRAND TOTALS for states, territories and possessions (230 Reported Activities)	38	42	19	33	14	13	3	11	12	34	31	0
15.2% 16.8% 7.6% 13.2% 5.6% 5.2% 1.2% 4.4% 4.8% 13.6% 12.4%												

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Table III
Major High Priority Projects Interrupted
If Section 503 Funds Are Terminated

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Alabama										X	X	
Alaska	No response											
Arizona						X						
Arkansas	No response to this question											
California	X			X						X	X	
Colorado	No major projects											
Connecticut	No response to this question											
Delaware			X						X	X	X	
District of Columbia	No response											
Florida	Each of Florida's projects are for a one year period											
Georgia	X			X								
Hawaii			X		X			X				

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Table III
Major High Priority Projects Interrupted
If Section 503 Funds Are Terminated

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Idaho		X							X			
Illinois				X					X			
Indiana											X	
Iowa				X			X					
Kansas			X	X				X		X	X	
Kentucky					X					X	X	
Louisiana				X	X					X		
Maine					X					X		
Maryland										X	X	
Massachusetts	Loss will cripple department operations - continuing activities											
Michigan		X	X			X		X				
Minnesota	X	X	X									

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Table III
Major High Priority Projects Interrupted
If Section 503 Funds Are Terminated

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Mississippi	Continuing in current operations report											
Missouri	Title V funds not expended on a project basis											
Montana		X						X	X			
Nebraska				X		X			X			
Nevada				X							X	
New Hampshire				X					X	X		
New Jersey	X	X				X						
New Mexico	None											
New York	X	X		X						X		
North Carolina	No specific projects											
North Dakota	X			X						X		
Ohio										X		

Table III
Major High Priority Projects Interrupted
If Section 503 Funds Are Terminated

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Oklahoma	Not answered (All projects are ongoing related to current operations)			X		X				X		
Oregon				X								
Pennsylvania		X		X						X		
Rhode Island	No specific projects											
South Carolina	X											
South Dakota	No response											
Tennessee					X					X	X	
Texas	X			X					X	X		
Utah						X				X		
Vermont	No specific projects											
Virginia	X			X				X				
Washington			X				X					

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Table III
Major High Priority Projects Interrupted
If Section 503 Funds Are Terminated

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
West Virginia	X	X							X			
Wisconsin		X		X	X							
Wyoming	X	X	5	17	6	6	1	X	9	16	11	
TOTALS for states (98 Reported Activities)	10.22	11.22	5.12	17.42	6.12	6.12	1.02	6.12	9.22	16.42	11.22	
TERMINATIONS OR POSSESSIONS												
American Samoa	X											
Guam						X				X		
Mariana Islands												
Panama Canal Zone		X										
Puerto Rico												
Virgin Islands												
TOTALS	1	2	0	0	0	1	0	1	0	1	0	
GRAND TOTALS for states, territories and possessions (104 Reported Activities)	11	13	5	17	6	7	1	7	9	17	11	
	10.62	12.52	4.82	16.32	5.82	6.72	1.02	6.72	8.72	16.32	10.62	

Table IV
Section 503 Projects Considered Exemplary
by the SEA's
1970 - 1972

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Alabama				X						X	X	
Alaska	No response											
Arizona		X				X					X	
Arkansas		X				X		X				
California		X								X	X	
Colorado					X				X	X		
Connecticut	X	X	X	X					X			
Delaware			X							X	X	
District of Columbia	No response											
Florida		X		X	X					X		
Georgia		X										
Hawaii		X										

Table IV
Section 503 Projects Considered Exemplary
by the SEA's
1970 - 1972

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Idaho	X								X	X		
Illinois	X		X		X				X			
Indiana												
Iowa		X	X	X						X		X
Kansas	X	X						X				
Kentucky	X				X	X				X	X	
Louisiana		X	X		X					X		
Maine				X		X					X	
Maryland												
Massachusetts	X			X				X	X	X	X	
Michigan		X		X		X			X	X	X	
Minnesota	X						X					

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Section 503 Projects Considered Exemplary
by the SEA's
1970 - 1972

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Mississippi		X	X								X	
Missouri				X						X	X	
Montana	X	X		X		X				X	X	
Nebraska	X			X	X			X	X	X	X	
Nevada		X	X	X	X						X	
New Hampshire				X								
New Jersey	X											
New Mexico		X	X	X	X						X	
New York	X	X										
North Carolina	X	X	X		X					X	X	
North Dakota	X			X	X			X		X	X	
Ohio		X				X				X	X	

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Section 503 Projects Considered Exemplary
by the SEA's
1970 - 1972

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
Oklahoma		X										
Oregon	X	X		X						X	X	
Pennsylvania		X	X	X								
Rhode Island	X	X		X								
South Carolina	X	X		X								
South Dakota												
Tennessee			X	X	X					X		
Texas			X			X			X			
Utah				X	X					X	X	
Vermont		X	X	X								
Virginia		X	X	X		X			X	X		
Washington				X		X		X		X		

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Section 503 Projects Considered Exemplary
by the SEA's
1970 - 1972

States and Territories	Statewide Educ. Planning	Data: Recording, Analyzing, Reporting for SEA & LEA's	Dissemination of Information	Research and Demonstration Programs	Publication and Dissemination of Curr. Research Materials	Teacher Preparation Improvement of Quality	Auxiliary Personnel	Finance Studies Statewide	Measurement of Educ. Achievement Statewide	Inservice of SEA and LEA's	Consult. and Tech. Assistance	Eval. and Demonstration Proj. To Insure Benefits of Pre-school Programs
West Virginia	X	X		X						X		
Wisconsin											X	
Wyoming												
TOTALS for the states (169 Reported Activities)	19 11.32	25 14.82	14 8.32	25 14.82	12 7.12	10 5.92	0	7 4.12	11 6.52	24 14.22	22 13.02	0
TERMINATIONS OR POSSESSIONS												
American Samoa										X		
Guam	X	X										
Mariana Islands	X											
Panama Canal Zone	Do not participate in ESFA											
Puerto Rico	X											
Virgin Islands	No response											
TOTALS	3	1	0	0	0	0	0	0	0	1	0	0
GRAND TOTALS for states, territories and possessions (174 Reported Activities)	22 12.62	26 14.92	14 8.12	25 14.42	12 6.92	10 5.82	0	7 4.02	11 6.32	25 14.42	22 12.62	0